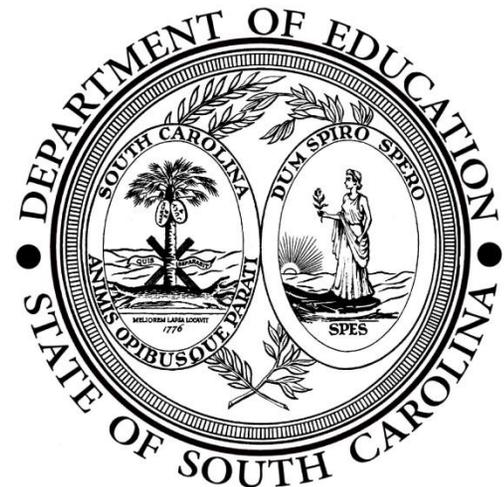


Grade 7

Japan's Rise to Power Through the Eyes of an American

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
June 2017



Grade 7 Social Studies: Japan’s Rise to Power Through the Eyes of an American

This lesson plan for seventh grade students focuses on cause and effect of the Boxer Rebellion and Russo-Japanese War on Japan’s road to become a world power. Students will also use social studies literacy skills of evaluating continuity and change over time from different cultures and places. Students will write in a narrative format. Students will use collaboration and writing to communicate information, which are skills aligned to the Profile of the South Carolina Graduate. This instructional plan is intended for 2-60 minute days.

Standard(s) and/or Indicator(s)

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

Targeted:

Standard 7.3 The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770-1900.

Indicator 7-3.6 Explain the reactions to imperialism that resulted from growing nationalism, including the Zulu Wars, the Sepoy Rebellion, the Opium Wars, the Boxer Rebellion, and the Meiji Restoration. (7-3.6)

Embedded:

Reading Informational Text

3.RI.7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

Indicator 3.RI.7.1 Compare and contrast diverse texts on the same topic, idea, or concept.

Standard 4.RI.7 Read with sufficient accuracy and fluency to support comprehension

Indicator 4.1 Read grade-level text with purpose and understanding

Writing

7.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

7 W 2.1 Write informative/explanatory texts that:

- a. introduce a topic clearly, previewing what is to follow;
- b. use relevant information from multiple print and multimedia sources;
- c. develop the topic with relevant facts, definitions, concrete details, quotations, or other information.

Standard 7.W.3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Indicator 7 W 3.1B: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

- *Day 1: I can list the key events in Japans rise to power.*
- *Day 2: I can show the events of Japan’s rise to power from a personal perspective.*

Essential Question(s)

This is a **suggested** essential question that will help guide student inquiry.

- How did Japan move from an isolated nation to become a world power?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- isolationism
- nationalism
- industrial
- imperialism
- world power
- Gunboat Policy
- Meiji Restoration
- Boxer Rebellion
- Sino-Japanese War
- Russo-Japanese War

Prior Knowledge

Students learned about Japan’s involvement in global trade during the Age of Exploration and their subsequent policy of isolationism following the influx of Christian missionaries. (7-1.5) Students learned how the Japanese signed a treaty with the United States in order to prevent an attack, after the arrival of Commodore Perry with the Gunboat Policy. (7-3.5) This is the first time students are learning about nationalist reactions to imperialism.

Subsequent Knowledge

In grade 7, students will explain the causes and effects of the Spanish-American War as a reflection of American imperialist interests, including acquisitions, military occupations, and status as an emerging world power. (7-3.7) In Modern World History students study the Indian nationalist movement and the Meiji era in Japan. (MWH-6.6)

Potential Instructional Strategies**Day 1 “I Can” Statement: I can list the steps to Japan becoming a world power. (7-3.6)**

Introduction – The teacher will tell the story of how T. Richard Greener, the first African-American graduate from Harvard University and a former professor at the University of South Carolina served as a United States Consulate in Vladivostok, Russia.

Suggested Teacher Reading for Engagement: (excerpt from resources)

“President William McKinley appointed greener United States Consul at Bombay, India in 1898. Greener never went to India because of the Bubonic Plague then raging in Bombay. Later, in 1898 he transferred to Vladivostok, Russia, where he served as commercial agent until 1905. Greener had the responsibility of writing reports to Washington on the construction of the Trans-Siberian Railroad, the rapid growth of the European Russian population in the region, the status of the local Jewish population, and the local impact of China’s Boxer Rebellion in 1900. The Chinese government decorated him for his role in famine relief efforts in North China following the Boxer Rebellion.” (Spratlen,2017)

Use a map to show where Vladivostok is located, close to North Korea and the Japanese Sakhalin islands. Remind students as they learn about Japan’s rise to power that Mr. Greener was living there from after 1898 until 1905. His job was to report to the United States government about what was happening in the region where he was a US consulate.

Note: Suggested site for information is in resources.

Guided Practice: Have students use the map of eastern Asia to answer the following questions:

<https://www.loc.gov/resource/g7820.ct005242/>

Using the map or online access of the map of eastern China, Japan, and Korea, teacher will guide students through analyzing the primary source document. Suggested questions:

- What is the date of this map?
- What language is it written in?
- For whom do you think this map was created?
- What do you notice about the location of Vladivostok?
- What importance would information from this region have for leaders in the United States?
- What else can you comment on about this map?

Note: Online access to the map is located in resources below.

Student Reading: Students will read to find out which key events helped propel Japan to become a world power. Teachers will direct students to readings about Japan’s isolation (7-1.5), the opening of trade to the United States (7-3.5), the Meiji Restoration, Sino-Japanese War, and the Russo-Japanese War. (7-3.6)

Suggested resources for readings:

- Japan’s Isolationism: <https://en.wikipedia.org/wiki/Sakoku>
- Boxer Rebellion: <http://school.eb.com.scsl.idm.oclc.org/levels/middle/search/articles?query=Boxer+Rebellion>
- Modernization of Japan (1853-1905): <http://school.eb.com.scsl.idm.oclc.org/levels/middle/article/Japan/275136#203219.toc>

Note: Teacher may direct students to use their classroom textbook or other resources; such as classroom resources, media center resources, and/or an Internet resource for information about the events above.

Student Collaboration: Students will list the key events and the results that propelled Japan from isolation to the beginnings of an empire on the student handout. Students will use their reading as reference for the following events: isolationism, Perry’s Gunboat

Policy, Meiji Restoration, Sino-Japanese War, and the Russo-Japanese War.

Day 2 “I Can” Statement: I can show how the effects of Japan’s rise to a world power from a personal perspective.(7-3.6)

Introduction: Teacher reminds students of T. Richard Greener from Day 1. Today students will be gathering information from sources about the Boxer Rebellion and Russo-Japanese War that occurred during his time as US Consulate in Russia.

Gallery Walk

1. Gallery Walk instructions for Teacher: <https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk>
2. Have the students create a three-column chart for record their notices and wonders during the Gallery Walk. Title the columns: Image Number, Event, and Observations.
3. During the Gallery Walk, students will be capturing notices and wonders regarding the images and text (5 minutes). Note: Teacher should prepare and display the gallery walk prior to class.
4. Display the images and allow the students ample time to examine the images and record on their graphic organizer. (20 minutes)
 - Image 1 May 1904 Iron Bridge, <https://www.loc.gov/resource/jpd.02523/>
 - Image 2 Japan and Russian Calvary <https://www.loc.gov/item/2009631607/>
 - Image 3 Dead War-Monster <https://www.loc.gov/resource/cph.3f06353/>
 - Image 4 Catholic Cathedral <https://www.loc.gov/resource/cph.3c02304/>
 - Image 5 Chinese Christians <https://www.loc.gov/resource/cph.3c37106/>
 - Image 6 Map of Eastern China <https://www.loc.gov/item/2006458330>
 - Image 7 Company of Boxers <https://www.loc.gov/resource/cph.3g03917/>
 - Image 8 Chinese Christian Refugees <https://www.loc.gov/resource/cph.3c03013/>

Independent Work: Students will use their observations from the Gallery Walk to write a narrative report from the perspective of T. Richard Greener about the Boxer Rebellion and Russo-Japanese War. Students can combine facts from their Day 1 readings with their

observations on Day 2 to complete their essay. Suggested essay writing format for students:

<http://www.readwritethink.org/files/resources/printouts/6-8%20Essay%20Map.pdf>

Alternate assessment tasks could be a poem in any of the following Japanese poetry formats: Tanka or Lantern. Poetry Formats:

<http://emints4.purdyk12.com/poetry.html#10>

- Suggested writing rubric: <http://historywithmrgreen.com/page2/assets/Historical%20Fiction%20B.pdf>

Note: Day 1 student reading may be a classroom textbook resource or an alternative reading of the teacher’s choice. Other resources; such as, the 7th Grade Support Document may also be used to build teacher’s background knowledge. An alternative to the student Day 2 narrative would be for students to write their essay or poem and read it in a video response.

Potential Assessment Task

Day 1: *Completed student handout on paper (7-6.3)*

Day 2: *Completed written narrative or poem about the Boxer Rebellion or Russo-Japanese War, from the personal perspective of Mr. T. Richard Greener (7-6.3)*

Resources

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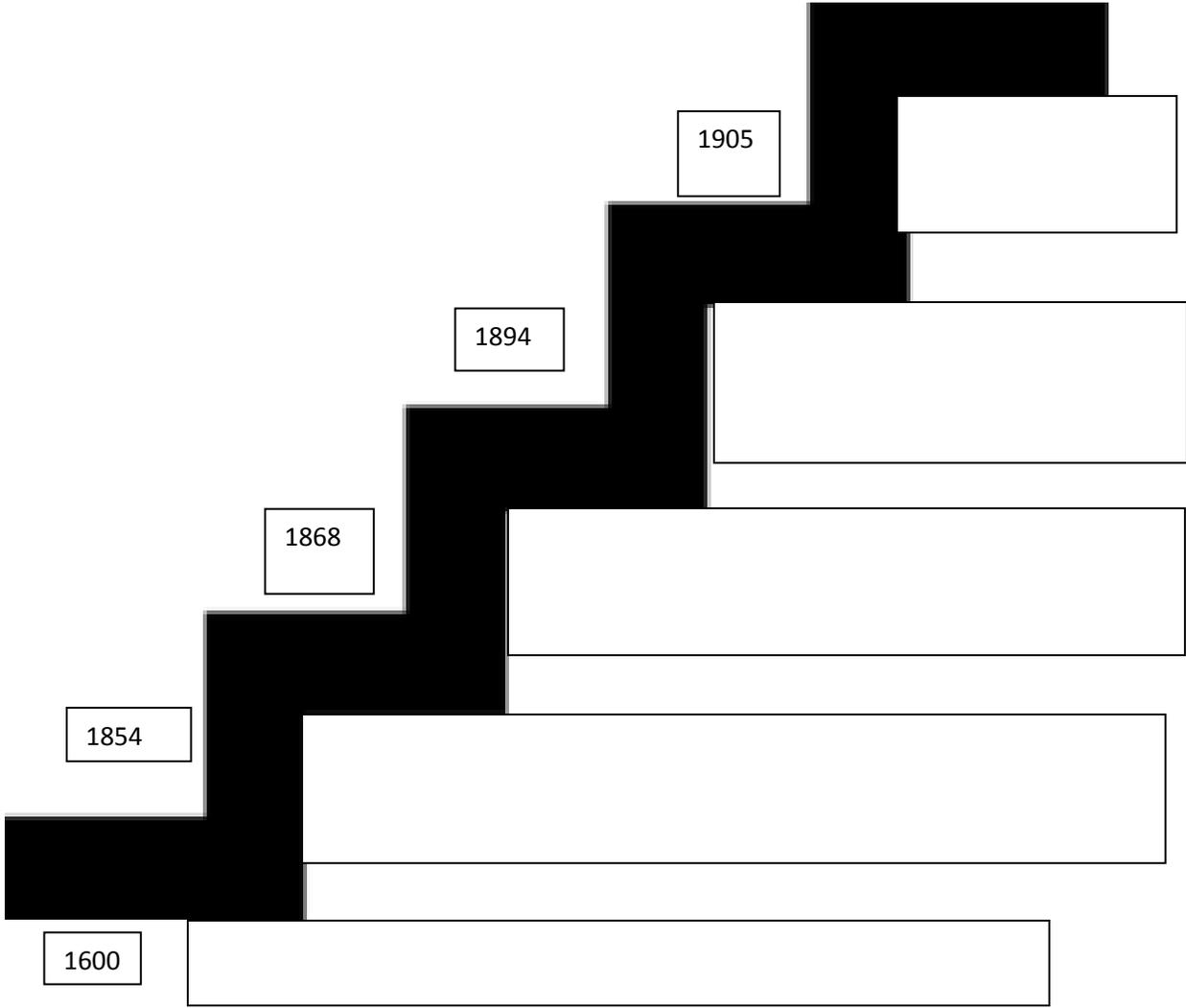
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